

The Role of Transfer in the Attainment of Bachelor's Degrees at Washington Public Baccalaureate Institutions, Class of 2006

Higher Education Coordinating Board

October 27, 2009

University of Washington Tacoma

Method and Questions

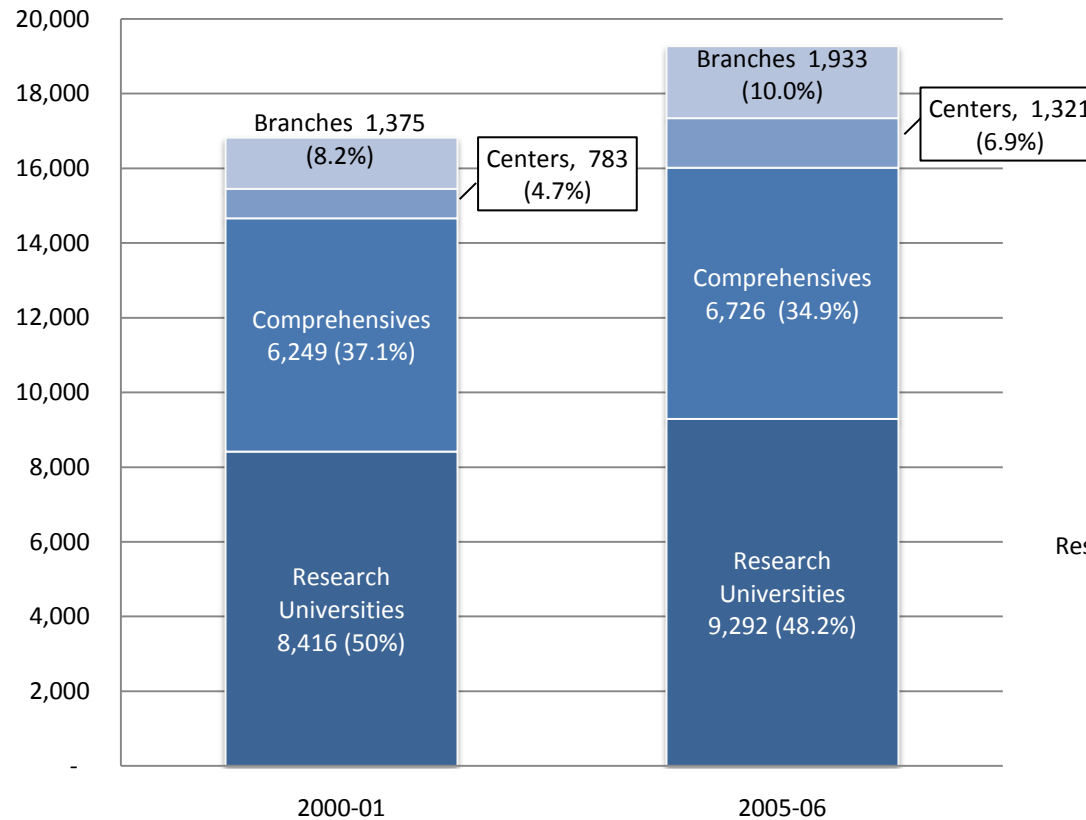
- Used combined PCHEES & SBCTC data files
- Conducted by Paul Stern, Kirby Pitman, and Dave Pavelchek, *SESRC – Puget Sound Division*
- Examined academic and background characteristics of 2006 Public Baccalaureate Graduates ($n=19,272$), including by:
 - campus type – (main, branch, and center)
 - % transfer vs. direct entry
 - type of two-year degree earned
 - enrollment in pre-college English or math
 - successful degree completion (by 6 broad major areas)

Limitations

- Some variables were not available in the developing database (e.g. earned credits, etc.)
- Some data were missing, particularly transfer credits from institutions other than Washington Community and Technical Colleges
- Some data were collected inconsistently by colleges (e.g. dual credit)

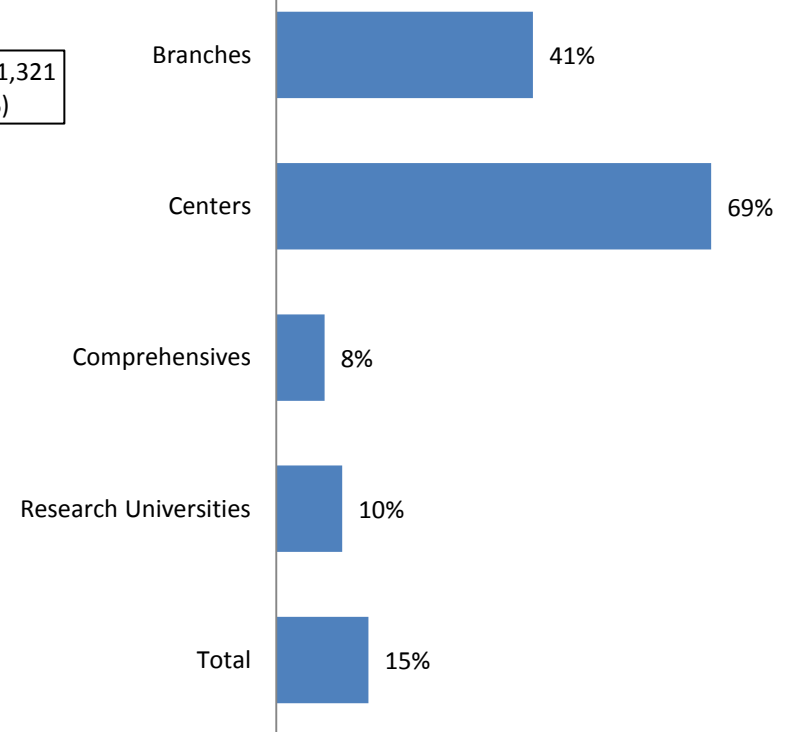
Public degree production has grown rapidly at centers, branch campuses, and other off-campus locations

Baccalaureate Degrees By Location type Public Institutions 2000-01 and 2005-06



Baccalaureate Growth by Location Type

2000-01 - 2005-06



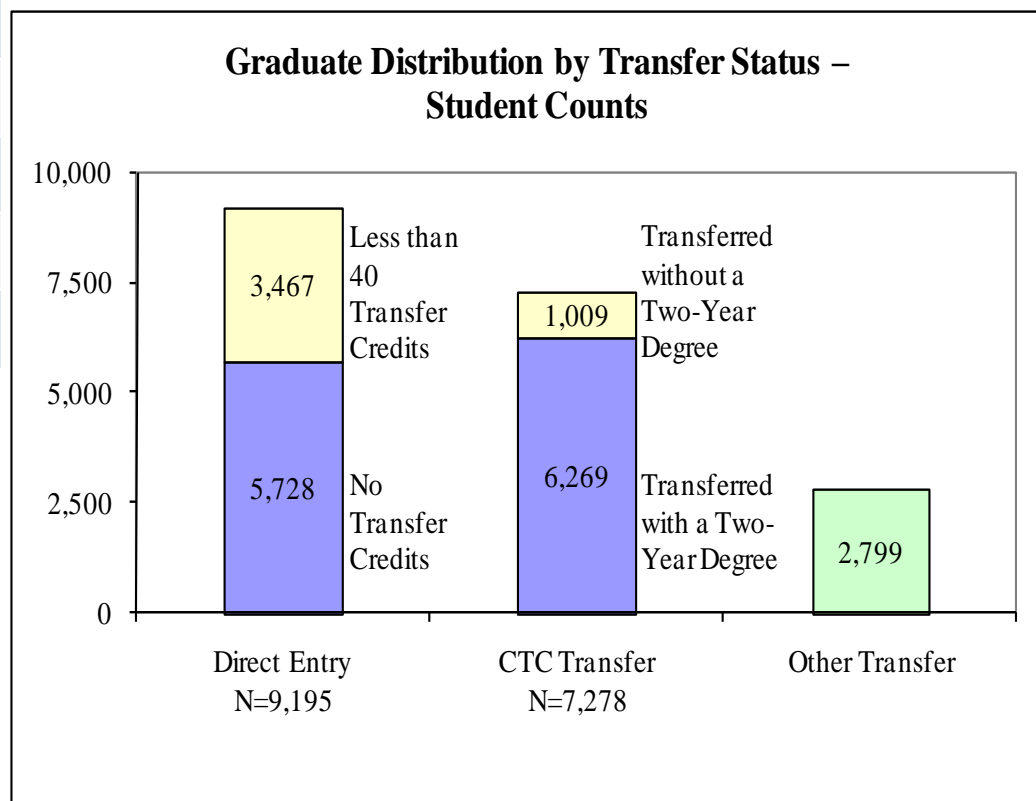
Source: 2000-01 - SBCTC Role of Transfer in the Bachelor's Degree (www.sbctc.edu/college/d_transfer.aspx); 2005-06 - PCHEES 2005-06 Outcome Data.

Note: "Centers" includes programs offered by all public baccalaureate institutions at various off-site locations and includes WSU distance learning enrollments. "Comprehensives" includes the Regional Universities and TESC

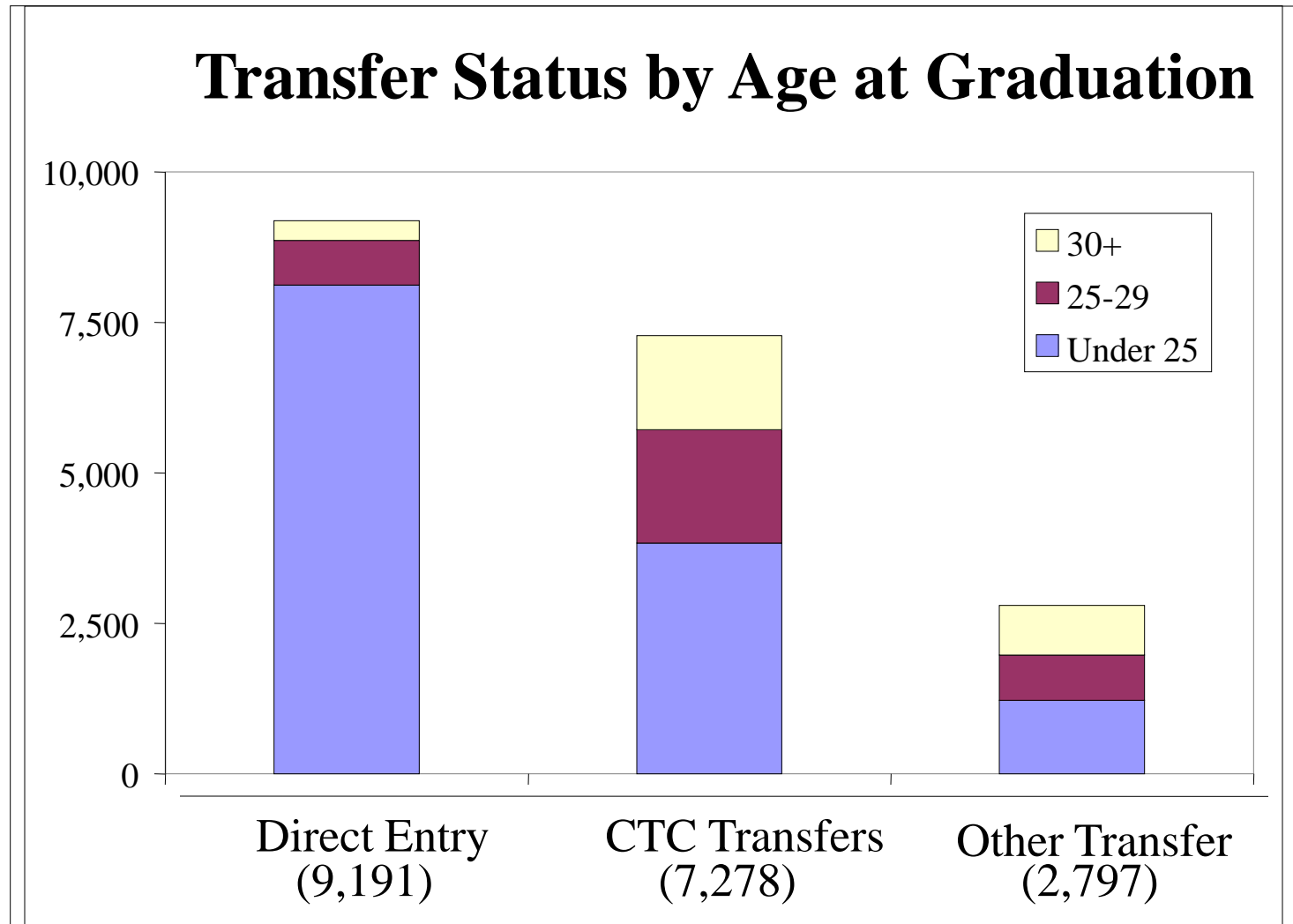
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Most graduates enrolled in courses at two or more colleges

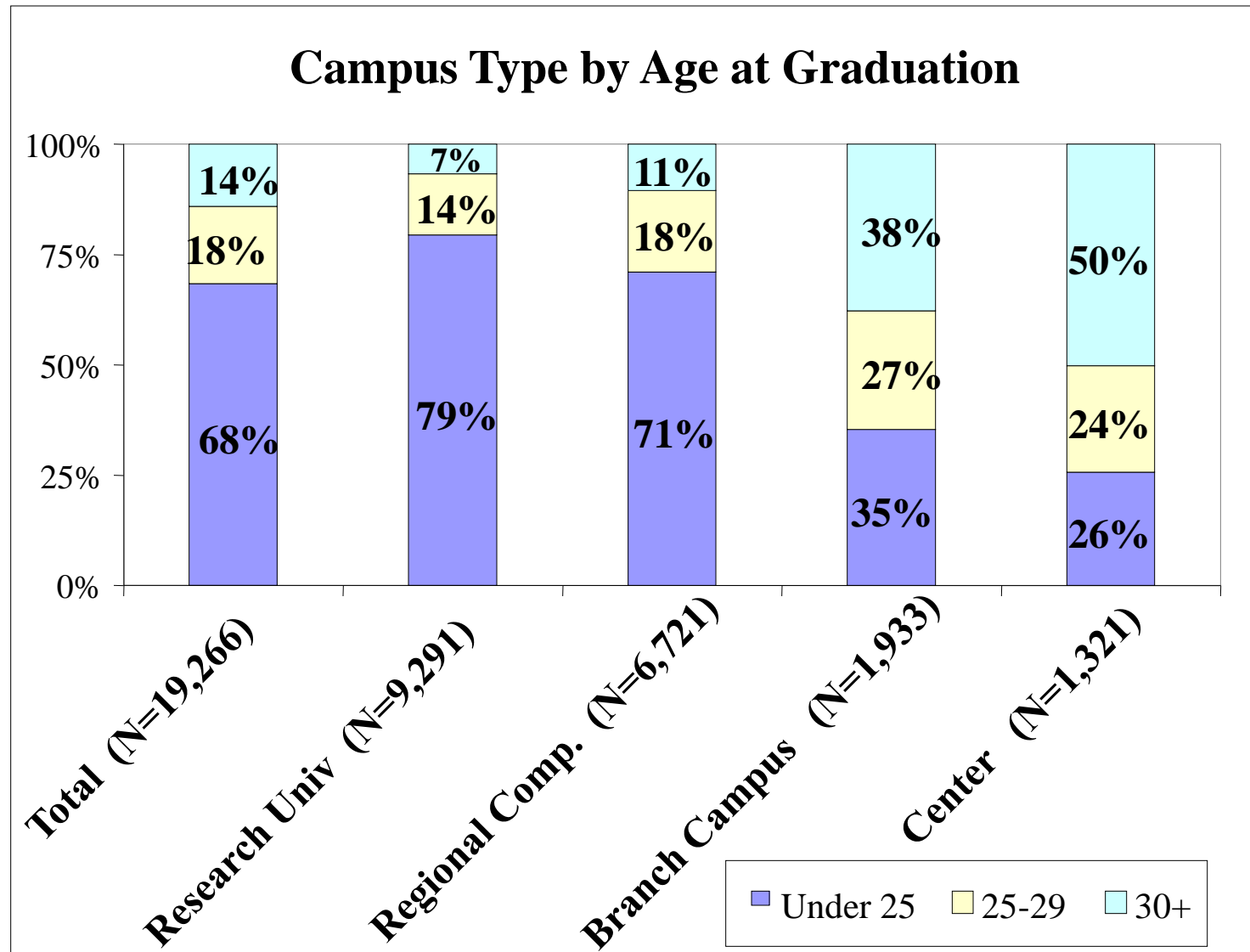
Type of Student	#	%
Direct Entry	7,918	41%
CTC Transfers	7,278	38%
Other Transfer	2,799	15%
Unknown	1,277	6%
TOTAL	19,272	100%



Direct entry students tended to be younger (under 25) than transfer students

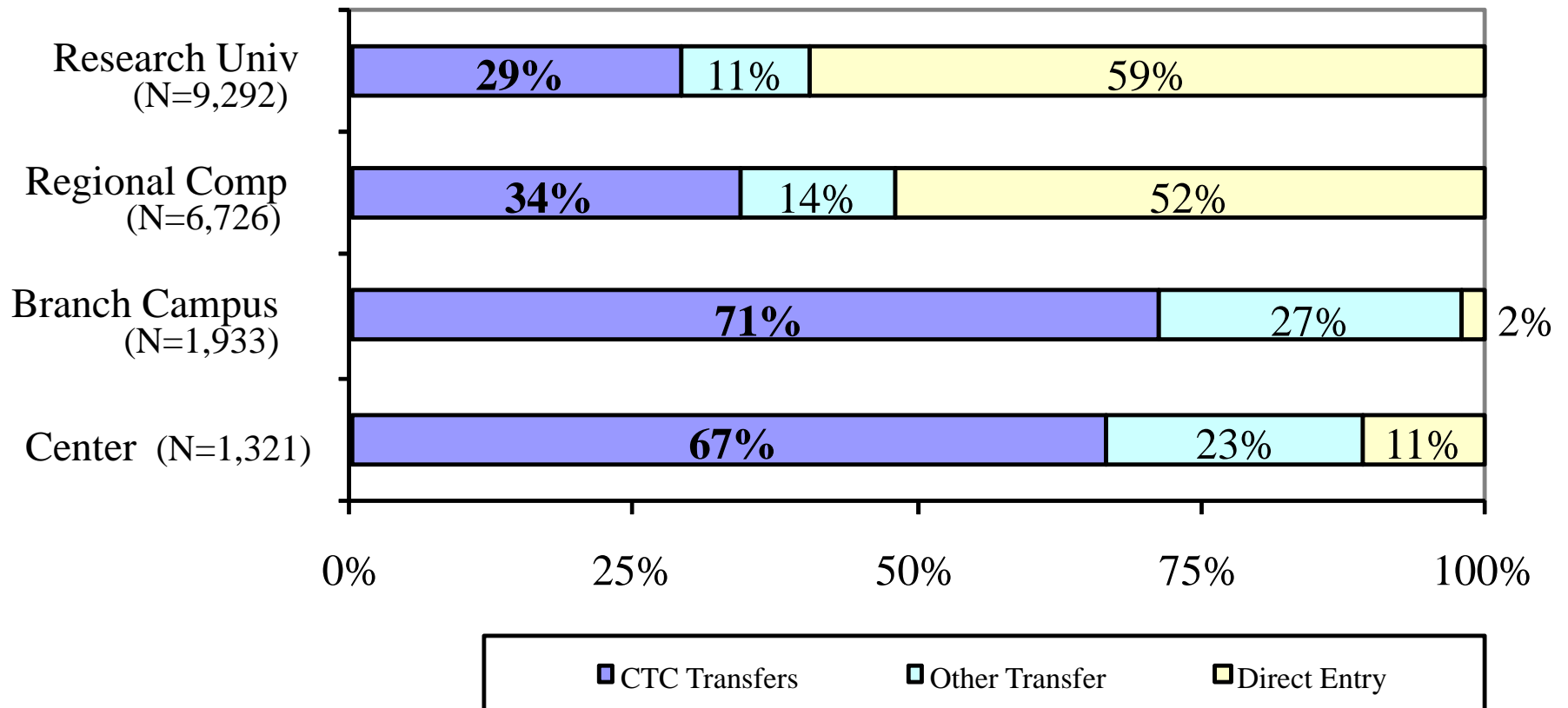


The student population at branches and centers are older . . .



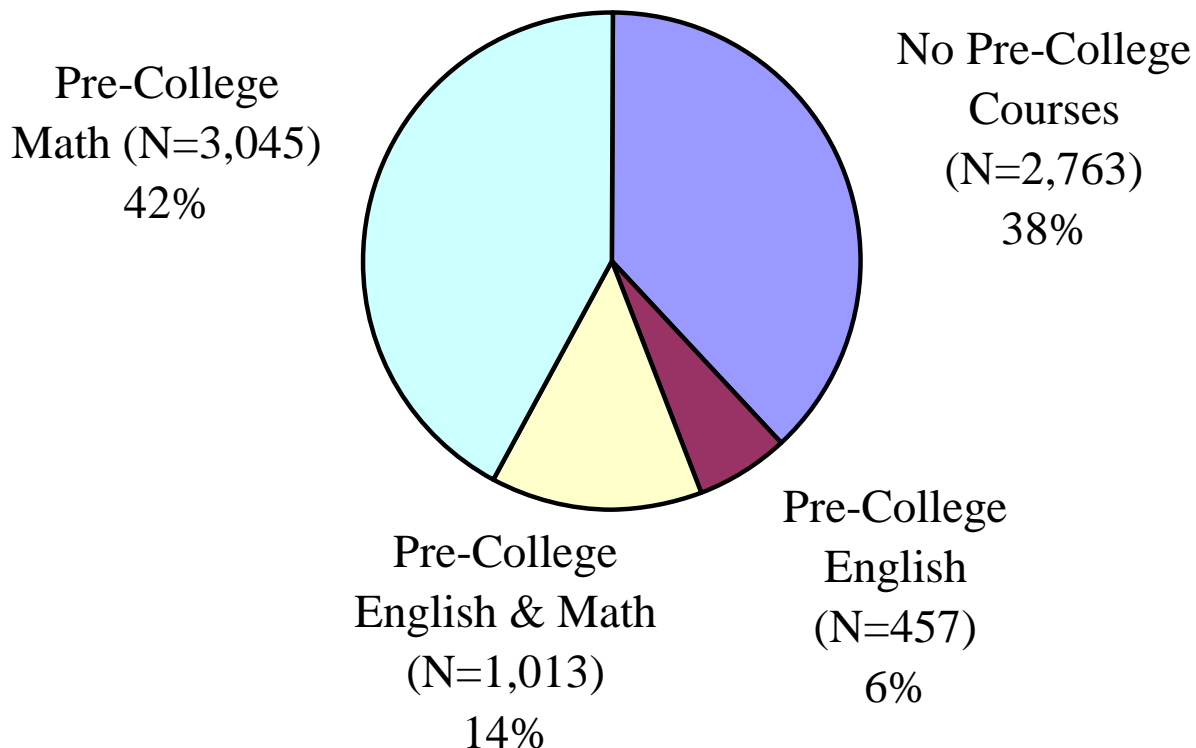
... and more are transfer students

Transfer Status by Campus Type



The majority of CTC transfer students successfully completed remedial coursework and went on to complete a Bachelor's degree

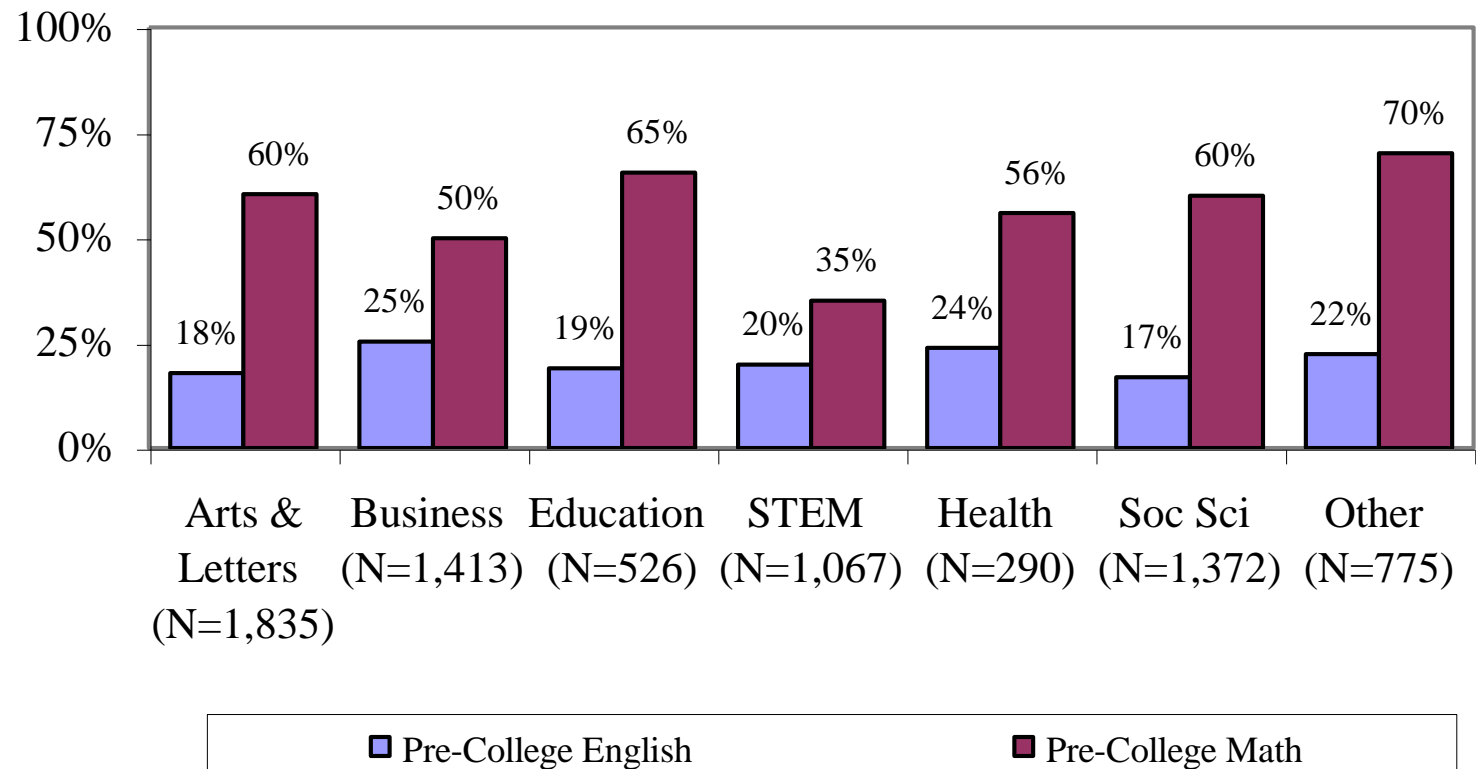
Percentage of CTC Transfers Enrolled in Pre-College Math and English (N=7,278)



More than 4,500 students successfully completed remedial coursework at a CTC in English or Math and progressed to a bachelor's degree

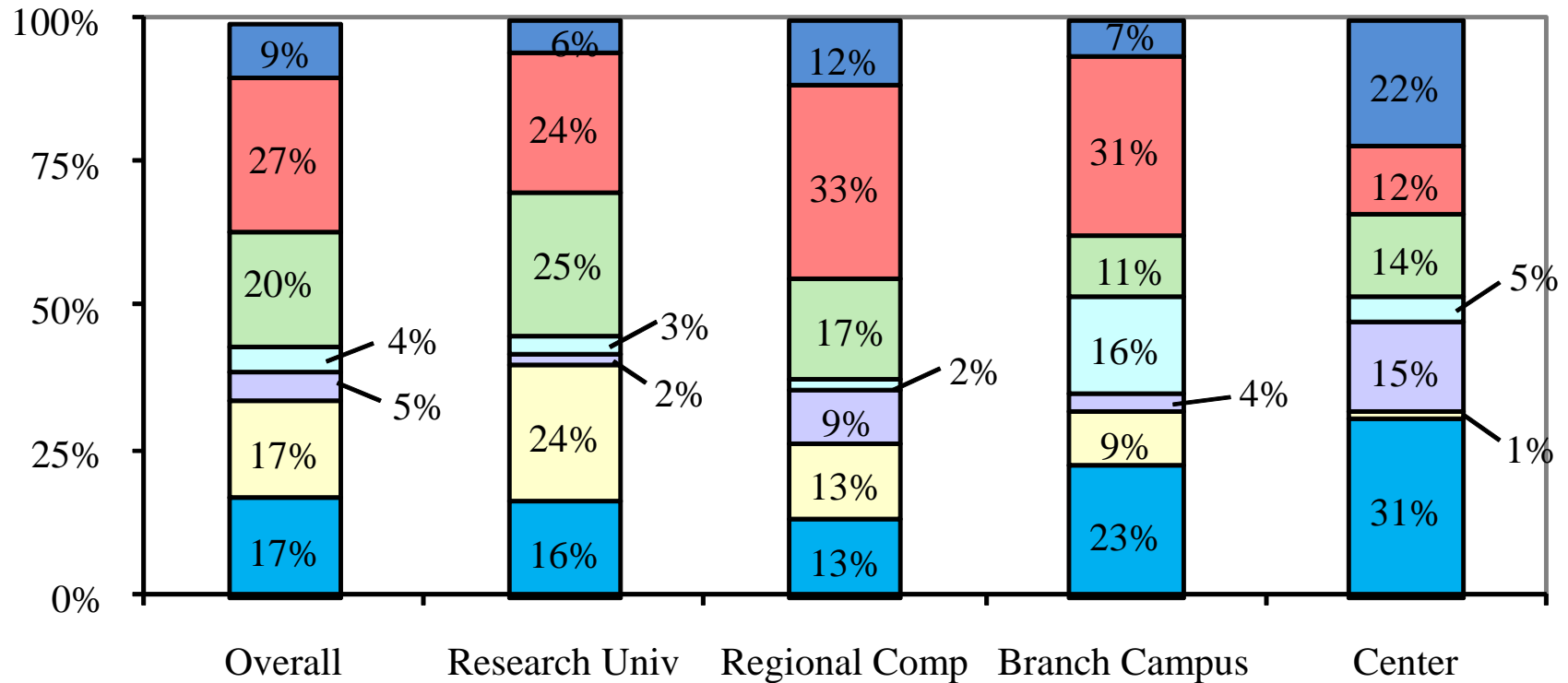
35% of STEM graduates ($n=232$) and 50% of business graduates ($n=505$) took pre-college math

Percentage of CTC Transfers by Major Enrolled in Pre-College Math and English



Mission Matters: Different types of institutions tend to specialize in particular majors

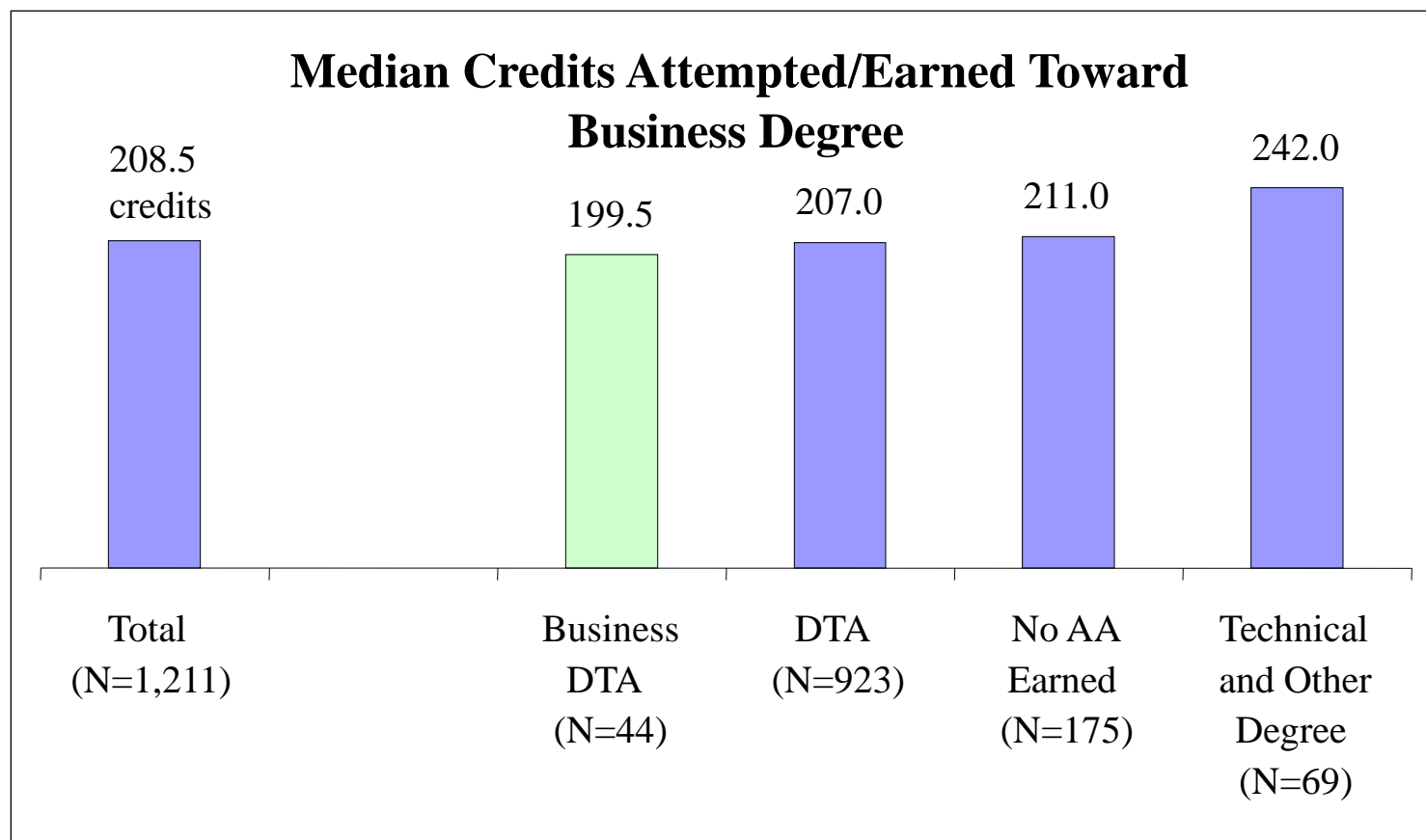
Majors by Campus Type



■ Other
 ■ Arts and Letters
 ■ Soc Sci & Psych
 ■ Health
 ■ Education
 ■ STEM
 ■ Business

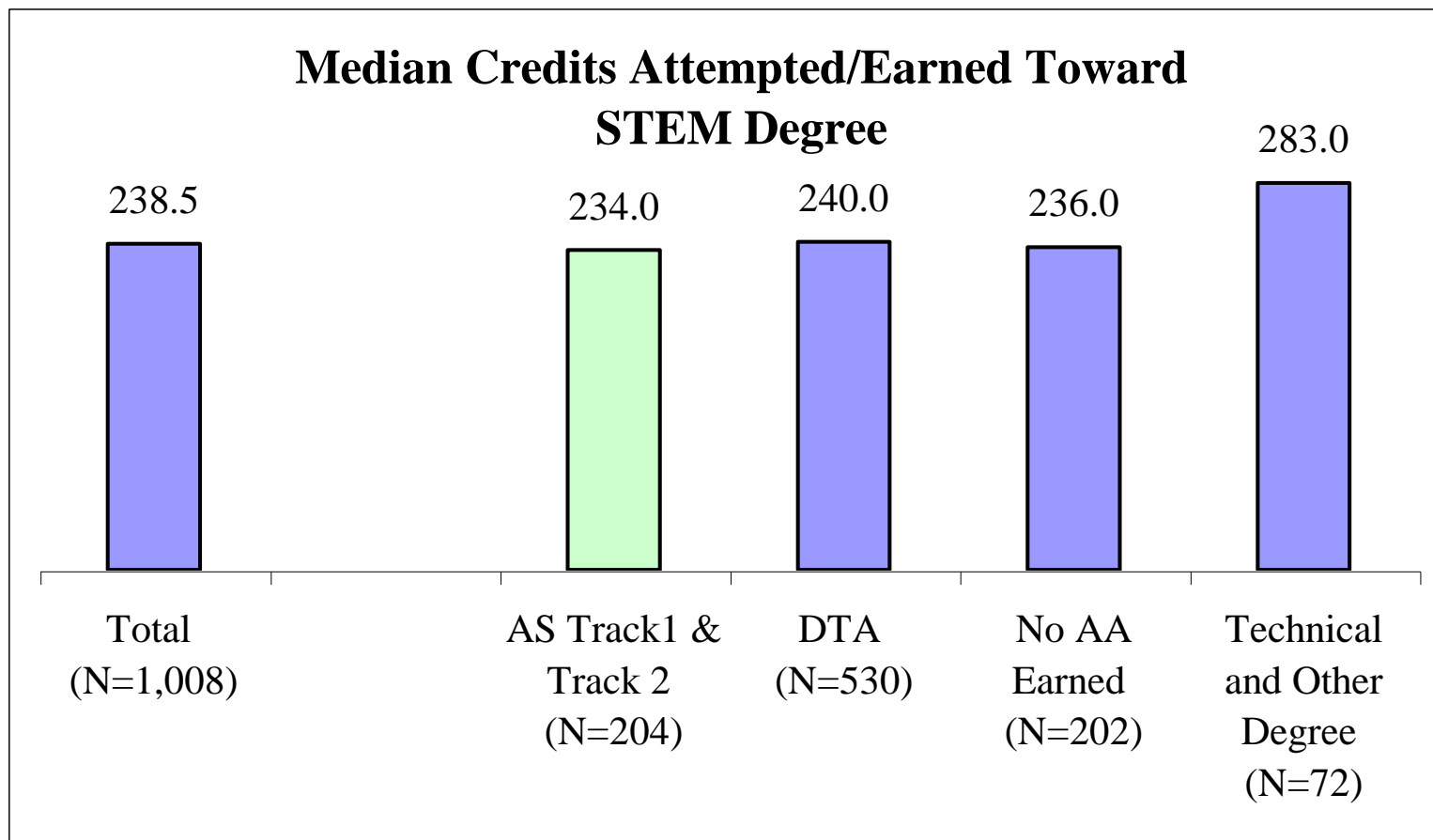
Transfer Pathways seem to be effective

48 out of 53 students completing the Business DTA/MRP earned a bachelor's degree in business



Transfer Pathways seem to be effective

- 145 out of 152 students completing an A. S. Track 2 (engineering/physics) completed a bachelor's degree in a STEM-related major
- 68 out of 83 students earning an A. S. Track 1 (biology/chemistry) majored in either STEM or health



Next Steps

- Continue working with Education Research and Data Center (ERDC) to improve PCHEES data set.
 - Capture earned as well as attempted credits
- Identify core questions for longitudinal studies about transfer, as well as any additional questions more suitable for periodic studies.
- Consider the pro's and con's in integrating the two transfer studies we currently conduct into one report.